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ABSTRACT

The relationships among Catholic school teachers' commitment, job satisfaction, and work environment are examined. A survey of full-time Catholic elementary school teachers in a large Catholic diocese yielded a 68 percent response rate (n=655). Findings classified three groups of teachers on the basis of three sources of commitment: commitment to faith and organizational values; to the teaching profession itself; and to job-related features. Overall, teachers found intrinsic aspects of their work more satisfying than external factors and expressed general satisfaction. A recommendation is made for conscious administrative efforts to build a faith community and to employ persons whose characteristics match organizational needs. Six statistical tables are included. (45 references) (LMI)

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CATHOLIC SCHOOL TEACHERS'

VIEWS OF

JOB SATISFACTION AND WORK CIRCUMSTANCES

AND THEIR RELATIONSHIP TO

COMMITMENT

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Historically, due to constraints on financial resources, Catholic schools have been unable to compete with public school teacher salaries. However Catholic schools possess features which potentially may be incentives for some teachers. The purpose of this paper is to explore the dedication of the teachers who choose to work in Catholic schools by examining the nature of their commitment and exploring how it relates to job satisfaction and work circumstances. Some implications concerning recruiting and retaining qualified persons will also be noted.

THEORETICAL FRAMEWORK and RELATED RESEARCH

Commitment, a binding force for one's loyalty, identification and involvement with an institution (Mitchell, 1979) is manifested simultaneously in the various aspects of a person's life. How persons maintain commitments to family, church, labor union, political party, and work have all been treated in the literature (Abrahamson & Anderson, 1984; Kanter, 1968). Confining itself to an analysis of work commitment this study investigates three factors that describe the core of the commitment: job, organization, and the career or profession of teaching (Morrow, 1983).

Commitment to a career or profession encompasses devotion to the demands specifically pertinent to that profession which in this case is teaching (Bartol, 1979; Synder & Spreitzer, 1984). This dedication or loyalty holds regardless of the site or particular organization in which the profession is practiced.

Lortie (1976) provides attributes of professional teaching commitment. He notes that teaching is unique in that it provides prolonged exposure to normal children. Schools also provide a medium for satisfying interests that were originally fostered in school such as a love of subject matter and a desire to share it with others. Hereafter, professional commitment is designated as commitment to teaching.

The organization dimension is devotion or loyalty to one's employing firm (Mowday, Steers & Porter, 1979), and involves those aspects of the work that specifically address characteristics integral to that organization, in this case the Catholic School, independent of the site. Organizational commitment qualities are derived from documents delineating the stated purposes of Catholic Schools found in To Teach as Jesus Did (National Conference of Catholic Bishops, 1972) and The Catholic School (Sacred Congregation for Catholic Education, 1977). The dimensions of the educational mission are expressed in terms of learning the Christian message, building a Christian community, and developing an attitude of service toward the human community (National Conference of Catholic Bishops, 1972). The school is to be an academic community while simultaneously promoting values and religious development (Sacred Congregation for Catholic Education, 1977).

The job dimension of commitment emphasizes the importance the practical and procedural qualities of the work (Lawler & Hall, 1970) and addresses aspects of a particular job site such

as the physical, site-specific characteristics e.g., convenient location and the relationship of school to a particular parish. The inclusion of job commitment is meant to address the probable differences that exist from Catholic school to Catholic school.

Satisfaction:

Satisfaction is frequently tied to commitment (Hall & Schneider, 1972; Mowday et al., 1979; Porter and Steers, 1973). It is defined as an overall affective orientation on the part of individuals toward work roles which they presently occupy (Kallenberg, 1977). Herzberg, Mausner and Snyderman (1959) developed a framework that has been employed often in considering the aspects of satisfaction. Called the "two-factor theory of job satisfaction" there are conditions present in a job that induce increased satisfaction but their absence does not increase dissatisfaction; while there is another set of conditions, whose absence leads to dissatisfaction but whose presence does not lead to increased satisfaction.

The first set of factors is sometimes termed intrinsic or internal having to do with the content of the work itself: recognition, achievement, advancement, responsibility, thus meeting the individual's need for psychological growth. Another factor is termed extrinsic or external because it relates more to the context or environment surrounding the work. These variables include interpersonal relations, administration, and policy, working conditions, job security, pay and benefits. According to Herzberg (1971) it is possible to be both satisfied and

dissatisfied with the work at the same time. Good conditions of employment (external) will not on their own produce satisfaction but they will reduce dissatisfaction. On the other hand, being happy about a child's progress (internal) will not in and of itself reduce feelings of dissatisfaction with the work place.

Studies of teachers' satisfaction uniformly indicate that intrinsic factors are most closely related to overall satisfaction (Holdaway, 1979; Lortie, 1976; Sergiovanni, 1967; Similansky, 1984; Sylvia & Hutchinson, 1985). In particular, a teachers' sense of pride and accomplishment revolves around the reward of having reached children (Lortie, 1976; Sergiovanni, 1967; Sylvia & Hutchinson, 1985). Satisfaction was related to feelings of self-efficacy (McLaughlin, Pfiefer, Swanson-Owen, & Yee, 1986; Smilansky, 1984) achievement, career orientation, and stimulation (Holdaway, 1979). Dissatisfaction revolved around external factors such as peer and student relations (Smilansky, 1984), administrative policies, clerical duties, and working conditions (Holdaway, 1979; Lortie, 1976). Goodlad (1984) found that although money was not the primary reason for entering teaching, it was ranked second for leaving.

Holland (1973) developed a theory of vocational satisfaction that depends on the congruence between one's personality and one's work environment. Similar to exchange theory one of the assumptions of Holland's model is that persons search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on

agreeable problems and roles. Chapman used this model in research about both job satisfaction and attachment hypothesizing that when people's needs are met they tend to be satisfied and remain in their jobs (Chapman & Hutcheson, 1982; Chapman, 1983). Some significant findings were that career satisfaction was related to teacher self-perceived achievement on items denoting professional success. Teachers assigned greater importance to intrinsic rewards and relatively less importance to extrinsic rewards. Those who left teaching were characterized as assigning more importance to salary increases, job responsibility and autonomy (Chapman & Hutcheson, 1982; Chapman, 1983).

Work factors:

Lortie (1976) found that the cultural and structural aspects of teaching influenced how teachers view the benefits of teaching. Work factors comprise such aspects and are those characteristics that distinguish one job from another. Zahra (1984) conceptualized work factors as organizational factors which include work experiences, job characteristics, role perceptions and leadership styles. He found that organizational factors appeared to be more important than personal factors in determining organizational commitment. Vroom (1962) also noted that job factors can influence the degree to which an employee is involved in the job.

Opportunity for social interaction, role conflict, significance of the work, as well as personal investments made

and benefits derived have all been examined and found to be work factors that influence commitment. Commitment to organizations increased with opportunities for social interaction (Buchanan, 1974; Sheldon, 1971). Role conflict or the existence of multiple contradictory demands placed on the worker carrying out responsibilities was found to have significant negative correlations with organizational commitment (Steers & Rhodes, 1978). Perception of personal investments made and benefits derived also increased organizational commitment (Buchanan, 1974). Significance of the work studied in conjunction with scope of the job was also found to be related to organizational commitment (Hackman & Oldham, 1975). Because of the orientation of Catholic schools, the faith dimension of the school must be considered a work factor that distinguishes the Catholic school from others.

The five work factors that are considered in this study are the faith dimension of the school, the opportunities for personal growth and feelings of accomplishment, the existence for potential role conflict, the opportunities for social relationships, and the financial realities of the job.

Attachment:

Chapman and Hutcheson (1982) noted that social involvement in the professional aspects of teaching along with social ties in the school affect teacher retention or attachment. Attachment is an interest and intention in continuing in a present position which Steers and Rhodes (1978) discuss as a "decision to

participate". Attachment begins developing at entry and is related to commitment (Steers, 1977). Mowday et al., (1982) found a significant inverse relationship between organizational commitment and turnover in both cross sectional and longitudinal research.

SAMPLE AND METHOD

A questionnaire incorporating demographic data and asking information about 1) teacher motivation to choose and remain in teaching, 2) factors influencing satisfaction with teaching, and 3) the importance certain work factors had to stay in teaching was administered in the Catholic elementary schools of a large diocese in 1985.

The study considered only the data from the full-time elementary school teachers. Sixty-eight percent returned completed questionnaires. Of the 655 full-time teachers 85% are lay teachers of which 70% are married; 15% are members of religious communities or diocesan priests; 93% are female; 82% are Catholic. The lay teachers are on the average younger than the religious teachers.

VARIABLES IN THE ANALYSIS

Commitment:

Commitment was used as a categorical variable. Subjects were assigned systematically to either a job group, an organization group or a career group based on the response to a question concerning the most important reason influencing the

decision to teach at the school. Table 1 indicates the item analysis statistics of reasons in each category.

TABLE 1: Item Analysis Statistics for Commitment factors

ITEM	Mean	SD	Item total Corr
JOB COMMITMENT			
Desire to wk home parish	2.53	1.17	.249
Salary/benefits of the sch.	2.10	1.01	.034
Sch requested my assistance	2.85	.94	.186
School is close to my home	2.66	1.09	.390
		Coefficient alpha =	.386
		Spearman Brown estimate =	.864
ORGANIZATIONAL COMMITMENT			
Commitment to Catholic Educ.	3.41	.77	.627
View teaching as Ministry	3.20	.89	.577
Oppor. to witness to Faith	3.19	.85	.704
This kind of ed. environment	3.43	.72	.444
Opportunity to share values	3.20	.77	.589
Background in Cath. Schools	2.84	.98	.403
		Coefficient alpha =	.796
		Spearman Brown estimate =	.964
COMMITMENT to TEACHING PROFESSION			
Influence of my teachers	2.41	1.03	.32
Working with young people	3.57	.64	.427
Love of teaching	3.66	.59	.429
Personal growth/development	3.20	.77	.453
Experience in/with schools	2.88	.90	.366
		Coefficient alpha =	.628
		Spearman Brown estimate =	.931

The job group (N = 66) contained individuals choosing items identifying site circumstances of the job, e.g., location close to home, school requested my assistance.

The organization group (N = 158) consisted of persons who selected items addressing features of Catholic education e.g., opportunity to witness to faith, commitment to Catholic education.

The teaching career group (N = 173) comprised subjects who named items detailing some characteristics of teaching in general, e.g., desire to work with young people, love of teaching.

Those teachers who chose none of the items listed in the group categories were not assigned to a group because their primary orientation was uncertain.

Satisfaction:

The satisfaction variable sought to find the degree that various aspects of their work was satisfactory to teachers. Subjects specified their degree of satisfaction on a six point Likert scale (6 as very satisfactory). The mean scale value was used as the satisfaction score on each subscale.

The total scale of 43 items was divided and scores derived for two internal factor scales: self actualization and competence and two external factor scales: student interactions and milieu. The self-actualization scale listed items in the work that allowed for stimulation, creativity, and responsibility. The

competence scale contained items describing the teacher's personal ability to skillfully work with students. The student interaction scale listed occasions fostering successful rapport with students. The milieu scale lists aspects of the school environment. Table 2 lists the means and standard deviations of the subscales.

TABLE 2: Satisfaction subscale Statistics

Item	Mean	SD
INTERNAL: Self-actualization		
Professional stimulation in work	4.90	.91
Degree of creativity possible in my work	5.18	.91
Sense of accomplishment I have	4.99	.82
Amount of freedom I have	5.13	.88
Amount of personal responsibility I have	5.11	.81
INTERNAL: Competence		
Discipline in my classes	5.02	.84
Ability to help my students learn	5.10	.79
Ability to work with gifted students	4.40	1.01
Ability to work with slow students	4.49	.95
EXTERNAL: Students		
Discipline in this school	5.04	.77
Relations with my students	5.23	.77
Teaching religion to non-Catholics	4.80	.77
Number of students in my class	4.64	1.31
Prevailing student attitudes	4.59	.94
EXTERNAL: Milieu		
Recognition of my quality teaching	4.95	.80
Relations with the rest of the staff	5.41	.65
Philosophy of the school	5.29	.79
Recognition of my contributed services	4.86	.93
Amount of bureaucracy in the school	4.67	.91
Communication in the school	4.92	1.03
Relations with the principal	5.32	.84
Philosophy of the principal	5.25	.85
Personal voice in school affairs	4.70	.99
Community among faculty and students	5.16	.86

Work factors:

The work factors are those characteristics which distinguish one job from another. They are present to all persons generally and do not depend on personal performance. Table 3 presents the descriptive statistics for the items in the work factor scales.

TABLE 3: Statistics Work Factor subscales

Item	Mean	SD
FAITH DIMENSION		
Desire to help children develop faith	3.24	.74
Desire to create Christian Community	3.23	.71
Evidence of Faith Community in school	3.16	.76
PERSONAL SIGNIFICANCE		
Personal growth experienced	3.16	.75
Satisfaction with my work	3.60	.55
Opportunity to help others	3.42	.62
Relations with students	3.43	.63
Feeling of accomplishment I have	3.46	.61
Satisfaction from student achievements	3.48	.61
ROLE CONFLICT		
Personal family situation	3.03	1.01
Hours, holidays, summer vacation	2.77	1.00
Schedule compatible with family situation	3.09	.95
Proximity of school to where I live	2.71	1.05
ADULT SOCIAL INTERACTION		
General working conditions	3.31	.70
Administrator's style/philosophy	3.35	.74
Regard for my opinion in sch. matters	2.95	.78
Chance to work with other committed people	3.23	.71
Treatment received from administration	3.42	.68
FINANCE		
Job security	2.84	1.01
Opportunity for advancement	2.12	1.03
Salary and benefits	2.86	1.08

Respondents indicated using a four point Likert scale (4 as very important) the degree of importance each item was to remaining at

the school. The scores analyzed were the in five subscales: faith dimension, personal significance role conflict, social interaction, and finance.

The faith dimension scale included those features of the work that foster expression of community and belief. The personal significance scale is composed of those indications in the work of opportunities for personal growth and accomplishment. The role conflict scale contained those instances in the work that pressure teachers to meet demands of school and home simultaneously. The social interaction scale comprised those circumstances describing adult general working relationships at the school. The finance scale addressed the realities of remuneration offered by the school.

Attachment:

Attachment measured the interest and intention of continuing in the present work in two aspects: the organizational (i.e., remaining in Catholic Education) and professional (i.e., continuing to be a teacher). Professional attachment was a single item with a six point Likert scale (6 as high). Respondents specified whether given another chance, they would still choose teaching as a career. Organizational attachment was a single item with a four point Likert scale (4 as very likely). Subjects indicated whether or not they plan to stay at their present job, how likely it was that they would remain in Catholic education.

Personal variables:

The personal factors used as variables in the data analysis were the demographic characteristics of religious status, religion, marital status, age, degree, educational experience, organizational tenure, and the importance of religion in one's life.

RESULTS

All analyses were first performed for the total sample. A second set of parallel analyses included only the lay teachers with the religious teachers removed. These latter analyses insured that the results were not simply an effect of the religious who, because of their affiliation with the Catholic Church, would presumably be inclined toward what is defined in this study as organizational commitment.

The issue regarding satisfaction was to determine how it might be related to the commitment groups. The hypothesis was that the organization group will be more satisfied with external conditions than the teaching group. The data in Table 4 revealed that no differences in means were found on external satisfaction at a significant level (.05) for any group in either the total or lay sample. Therefore this hypothesis may not be confirmed.

Additional analyses on attachment and satisfaction were conducted with special groups: one whose score ratings on both the organizational and teaching commitment scales average very important to extremely important (high on both commitments); and

TABLE 4: Analysis of Variance Summary table:
Satisfaction by Commitment Group

MULTIVARIATE RESULTS

Effect	TOTAL			LAY		
	Wilks Lambda	F	Sig.	Wilks Lambda	F	Sig.
			Internal and External Satisfaction			
Main	.99	1.33	.26	.99	1.00	.41
Org vs Teach	.99	1.81	.17	1.00	.67	.51
Org vs Job	1.00	.39	.67	.99	1.09	.34

UNIVARIATE RESULTS

Effect	TOTAL		LAY	
	F	Sig.	F	Sig.
		Total Satisfaction		
Main	2.26	.11	1.03	.36
Org vs Teach	3.85	.05	1.13	.29
Org vs Job	.00	.99	.18	.67
		Internal Satisfaction		
Main	1.48	.23	.74	.48
Org vs Teach	2.85	.09	1.35	.25
Org vs Job	.13	.72	.03	.87
		External Satisfaction		
Main	2.29	.10	1.19	.31
Org vs Teach	3.50	.06	.79	.37
Org vs Job	.05	.83	.59	.44

DESCRIPTIVE STATISTICS

SATISFACTION	GROUP					
	Org.		Teach		Job	
	Mean	SD	Mean	SD	Mean	SD
[TOTAL]	(N=155)		(N=173)		(N=65)	
Total	4.90	.54	4.79	.50	4.90	.51
Internal	5.14	.52	5.05	.49	5.12	.49
External	4.75	.60	4.63	.57	4.77	.56
[LAY]	(N=123)		(N=166)		(N=54)	
Total	4.85	.57	4.79	.50	4.90	.52
Internal	5.13	.55	5.06	.49	5.12	.49
External	4.68	.62	4.62	.58	4.76	.57

the other whose score ratings on teaching commitment were high but at the same time, who also ranked organizational commitment items on the average as slightly or not important (high on teaching with low on organizational commitment). The hypothesis was that those who are high on both organization commitment and commitment to teaching will be more strongly attached and have higher satisfaction scores than those who are high on commitment to teaching but low on organization commitment.

The results in Table 5 demonstrate that for the total sample these two groups differed on both organizational and professional attachment. The group posting average ratings of extremely or very important on both commitment to teaching and organizational commitment scales had higher means than the group specifying slightly or not important ratings to the organizational commitment scale. In the lay sample, organizational attachment was different with means being higher for the group who rated both commitments high but there was no difference between the groups on professional attachment.

For both the total and the lay sample significant differences were found on total satisfaction and the external satisfaction scale with the higher means coming from the group that was high on both commitments. The groups differed on the internal satisfaction scale only for the lay sample. The higher means were attained by the group that was high on both commitment to teaching and organizational commitment. Therefore this hypothesis is confirmed.

TABLE 5: Analysis of Variance Summary table:
Attachment and Satisfaction by Commitment Group

(1) (HIGH/HIGH): high on organizational and teaching commitment
(2) (HIGH/LOW): high on teaching but low on organizational commitment

MULTIVARIATE ANALYSIS

Variable	TOTAL			LAY		
	Wilks Lambda	F	Sig.	Wilks Lambda	F	Sig.
ATTACHMENT	.88	9.26	.00	.87	6.70	.00
SAT:in/ext.	.89	8.41	.00	.89	6.25	.00

UNIVARIATE ANALYSIS

Variable	TOTAL		LAY	
	F	Sig.	F	Sig.
ATTACHMENT				
Professional	4.69	.03	3.24	.08
Organization	15.28	.00	11.59	.00
SATISFACTION				
Total	12.68	.00	11.01	.00
Internal	3.41	.07	4.11	.05
External	14.29	.00	11.72	.00

DESCRIPTIVE STATISTICS

VARIABLE	GROUP					
[TOTAL]	High/High			High/Low		
	N	Mean	SD	N	Mean	SD
ATTACHMENT						
Professional	109	5.55	.89	17	5.00	1.45
Organization	109	3.21	1.08	17	2.11	.91
SATISFACTION						
Total	108	5.15	.46	17	4.72	.47
Internal	108	5.35	.45	18	5.14	.54
External	108	5.02	.52	18	4.52	.49
[LAY]	High/High			High/Low		
	N	Mean	SD	N	Mean	SD
ATTACHMENT						
Professional	80	5.51	.97	17	5.00	1.45
Organization	80	3.08	1.08	17	2.11	.91
SATISFACTION						
Total	80	5.14	.48	17	4.72	.47
Internal	80	5.37	.43	18	5.14	.54
External	80	4.99	.54	18	4.52	.49

In considering the relationship between the commitment groups and work factors the hypothesis was that the organization group will consider Faith dimension more important and finance less important than the teaching or job group. Those teaching in Catholic schools do so for less money so some other factor such as religious affiliation must be at work as an incentive.

The results listed in Table 6 indicate significant differences on all work factor subscales except social interaction opportunities for both the total and the lay sample, and significant differences between the organization group and the committed to teach group.

Significant differences occurred between the organization group and the job group in the faith dimension, role conflict, and finance subscales.

The mean for faith dimension is larger for the organization group while the means for the organization group on the other scales: significance of work, role conflict and finance are all smaller than either the committed to teach or the job groups. Those in the organization commitment group see the faith dimension as the most important of the work factors while significance, role conflict and finance are more important to the teaching and job groups. There are no differences between the groups in either sample on social interaction characteristics. Therefore the hypothesis is confirmed.

TABLE 6: Analysis of Variance Summary table:
Work Factor subscales by Commitment Group

MULTIVARIATE RESULTS

Effect	TOTAL			LAY		
	Wilks Lambda	F	Sig.	Wilks Lambda	F	Sig.
Main	.86	5.51	.00	.87	4.66	.00
Org vs Teach	.87	10.37	.00	.88	8.87	.00
Org vs Job	.96	2.94	.04	.96	2.60	.03

UNIVARIATE RESULTS

Effect	TOTAL		LAY	
	F	Sig.	F	Sig.
Work Factor subscale - Faith Dimension				
Main	6.43	.00	5.51	.00
Org vs Teach	12.60	.00	10.54	.00
Org vs Job	3.61	.058	3.96	.05
Work Factor subscale - Significance of Work				
Main	5.00	.01	4.46	.01
Org vs Teach	9.43	.00	8.15	.01
Org vs Job	.30	.58	.16	.69
Work Factor subscale - Role Conflict				
Main	6.72	.00	3.21	.04
Org vs Teach	10.85	.00	4.15	.04
Org vs Job	7.84	.01	4.92	.03
Work Factor subscale - Social Interactions				
Main	.92	.40	.57	.56
Org vs Teach	1.76	.19	.95	.33
Org vs Job	.59	.44	.67	.42
Work Factor subscale - Finance				
Main	8.81	.00	4.49	.01
Org vs Teach	16.91	.00	7.98	.01
Org vs Job	5.92	.02	4.32	.04

Table 6 continued...

DESCRIPTIVE STATISTICS

WORK FACTORS	GROUP					
	Org.		Teach		Job	
	Mean	SD	Mean	SD	Mean	SD
[TOTAL]	(N=140)		(N=166)		(N=60)	
Faith	3.45	.61	3.19	.67	3.26	.70
Significance	3.35	.50	3.52	.43	3.39	.51
Role conflict	2.54	.85	2.85	.78	2.89	.83
Social	3.11	.54	3.20	.53	3.18	.61
Finance	2.36	.89	2.76	.83	2.68	.83
[LAY]	(N=119)		(N=166)		(N=51)	
Faith	3.43	.62	3.18	.67	3.21	.71
Significance	3.37	.49	3.53	.42	3.40	.51
Role conflict	2.69	.76	2.87	.76	2.97	.79
Social	3.14	.54	3.21	.52	3.22	.55
Finance	2.50	.84	2.78	.81	2.78	.79

DISCUSSION

In terms of organization characteristics or work circumstances and individual values how does organizational commitment and commitment to teaching manifest itself in the Catholic elementary school teacher?

When the teachers were assigned to a commitment group on the basis of the reason they specified as most important for their working in the school those persons who chose an organizationally oriented reason such as "commitment to Catholic education" as the most important reason for teaching differed on those items denoting commitment to the Catholic school from those persons who

chose a reason describing teaching in general as most important to their work. The former group seems to possess not only a general teaching perspective similar to the other groups in the sample but also in addition, a special preference for those aspects of Catholic school that make it different from other educational institutions e.g., opportunities to witness to personal faith and viewing teaching as a ministry.

In considering organizational behavior both the organization and the employee have certain needs and goals. According to the documents from the Catholic Church the Catholic school has a dual mission or goal not only to foster academic excellence but also to nurture the spiritual development of its students. It needs teachers who are willing to be involved with students on both the academic and the faith level. The Catholic school provides an environment where the faith dimension can thrive. This faith dimension along with opportunities for personal growth and developing feelings of accomplishment, social interactions with students and colleagues, a schedule somewhat compatible for raising a family, and financial remuneration are the characteristics of a school organization.

The majority of these elementary school teachers indicates that they are working at their present job principally because of the presence of the faith dimension at the school. Their commitment stems from organizational values. These persons are distinctive in themselves because regardless of their formal religious affiliation they accord religion an important place in

their lives. It is principally these two factors that color their commitment to the Catholic school. In addition these teachers indicate that they have a commitment to teach and that opportunities for personal growth and having feelings of accomplishment in their work are also important to them. It would seem that both the individual and the organization are served by these teachers. Catholic schools are to be a community of persons gathered for the purpose of learning both academic and religious matters (Pilarczyk, 1982). The teacher is to be a person of faith who has a personal commitment to gospel values and is able to call the student to a similar commitment (National Catholic Educational Association, 1982b). The distinctive features of the Catholic school are appreciated by the individual while the individual's values are being nurtured by the organization.

Some other teachers in these schools are more drawn to the career so they are very interested in the teaching opportunity itself and concerned that there be opportunities for personal growth and accomplishment and somewhat concerned about the financial realities of the job. These teachers do not note that the faith dimension in the school is central to them nor do they place high importance on religion in their lives. These persons tend to be younger, unmarried with little Catholic school education. It is possible that this group may not have had enough time nor familiarity with Catholic schools to have developed a commitment to them yet. At this stage in their

career the organization is providing an environment to satisfy these teacher's desires to teach. But the specific Catholic school organizational orientation is not highly valued by this group of teachers. These persons are in the schools primarily because of their commitment to teaching.

A third group of people who center their commitment in the job are teaching in the Catholic elementary schools because of reasons related to the job site. They are very concerned that the job be compatible with the needs of their families. At the same time these persons who want to teach do not value the job particularly for its faith dimension nor are they working at the school to take advantage of its specific Catholic focus.

Research indicates that teachers come to teaching with a strong ethic to serve and that self-esteem and satisfaction come from the feelings that their personal abilities are being used appropriately and effectively (McLaughlin et al. 1986). The mean score on internal satisfaction of 5.06 (SD .52) indicated a high degree of satisfaction on those aspects reported as most important to teachers. The teachers in this study were apparently happy with the opportunities for self-actualization and had positive feelings about their own teaching abilities. These two factors have been found to be critical in fostering a teachers' sense of efficacy (Johnson, 1986).

In contrast, the extrinsic rewards of teaching, embodying the external circumstances of relationships with the students and general milieu are more dependent on the circumstances of the

individual schools and are possibly shaped by the unique organizational philosophy of the school. Thus it was hypothesized that those who were organizationally committed would be more satisfied with the extrinsic aspects of teaching. This hypothesis was not confirmed. There were no differences in any of the groups on the extrinsic aspects of satisfaction. Teachers over-all tended to be satisfied with their relationships with students (mean 4.81, SD .63) and with the general working conditions in the school (mean 5.02, SD .71). Although the hypothesis was not confirmed the mean scores of the groups on the external factors were lower than for the internal factors. This is in agreement with other studies of teachers who consistently find the intrinsic aspects of their work more satisfying than the external factors (Holdaway, 1979; Lortie, 1976; Sergiovanni, 1967).

The basic organizational structure of the schools in this study might account for the lack of variance on external factors among the groups. Catholic elementary schools tend to have small enrollments (in this study the range is 91 to 590 with a mean of 287) and average 12 full-time teachers on the staff (Convey, 1986). This relatively flat structure might contribute to teachers satisfaction. Worthy (1950) found that organizations which are larger, and more complex (taller) tend to discourage the development of expression and creativity while smaller and less complex (flatter) organizational structures tend to have higher levels of job satisfaction. Carpenter (1971) had similar results noting that as the structural type became taller the

teacher's feelings of prestige in the community, perceived opportunity to participate in school goals and perceived professional authority associated with the teaching position appeared to decrease.

In general the results of this study support Schneider (1985) who noted that the simplest and most useful model determining job satisfaction is the fit of the person to the setting. Porter and Steers (1973) and Steers (1977) also concluded that people come to work with differing values and expectations for the job. When the expectations are met satisfaction ensues and retention results. It seems that whatever the reasons the teachers may give for being in Catholic elementary schools they are generally satisfied with their work situation.

IMPLICATIONS FOR PRACTICE

Muccigrosso (1986) advocated that as Catholic school staff are recruited and hired, a conscious effort be made to build faith community. Administrators must make clear the unique identity of the school and subsequent expectations of the candidate through sensitive articulation, exposure to role models from among the current staff and skilled interview procedures Sheehan, 1990). Employing such persons whose personal characteristics "fit" the organizational needs should be mutually satisfying and beneficial for both the organization and the individual.

Those teachers already in the diocesan elementary schools who are high on organizational commitment and commitment to teaching ought to be affirmed and recognized for their dedication and to be provided opportunities for enhancing both their academic and religious formation. Wanous (1980) noted that commitment to the organization is fostered by socialization activities which are defined as those changes caused by the organization that take place in newcomers. The Catholic school needs to focus attention on those teachers who have less teaching experience in Catholic schools to foster organizational commitment. Since the mission of Catholic schools is to provide an academic environment that fosters faith development and builds community specific opportunities and activities should be planned for teachers to thoroughly integrate them into the faith community of the school. Teachers need to be educated to their responsibilities for the spiritual as well as academic formation of their students and be supported with programs that provide discussion and learning experiences that will strengthen these skills.

Wildman (1987) noted that when newcomers have opportunities to share plans and ideas with experienced teachers they refine their understanding of teaching. This concept can be applied to persons with less experience in Catholic schools. When less experienced teachers have the opportunity to share and learn with persons who are skilled in the art and science of teaching and well imbued with the mission and purpose of the Catholic school

the newcomers will not only gain in teaching expertise but also become more cognizant of the responsibilities and challenges involved in the faith development of the students. This model is not new to Catholic schools. When schools were predominately staffed by religious teachers, the younger, inexperienced teachers were often paired with more experienced persons who took direct responsibility for encouraging the teaching formation of the younger teacher (Ames, 1980).

FURTHER RESEARCH NEEDED

This study would have been enhanced with the inclusion of a high school sample. Chapman (1983) studied career satisfaction of teachers and found that the relationship of specific skills and abilities to job satisfaction appears to be different for high school and elementary teachers.

This study focused on the commitment of teachers who are in the Catholic schools. Additional insights might be gleaned by getting comparative data on teachers who have left the Catholic school system but remained in teaching. Why did they leave? The "easy" intuitive answer relates to finance but the facts need to be empirically investigated. How has their job, teaching and organizational commitment been affected? What would be necessary to lure these persons back to the Catholic schools? What is the relationship of work factors, personal factors, attachment and satisfaction to their commitment?

This study employed quantitative methods to describe the general character of commitment and to derive some conclusions about its relationship to other variables and its impact on the organization. Qualitative, interpretive methods such as observational fieldwork would allow for the exploration of the phenomenon of commitment in more depth. How is commitment exhibited and conceptualized in the actions of particular teachers in particular settings? How does the environment support or inhibit commitment? How do persons who express specific commitment orientations make decisions about the curriculum and interact with the administration, their peers and students?

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